

HALL INSTITUTE
1800 Colonial Dr., P.O. Box 119
Columbia, S. C. 29202

GRADES K-12 High School

ENROLLMENT 39 Students

PRINCIPAL Patricia W. Brown 803-898-1488

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

N/A

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 2 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	N/A	N/A	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	45.5	N/A	N/A	N/A	N/A	N/A
Passed 1 subtest	9.1	N/A	N/A	N/A	N/A	N/A
Passed no subtests	45.5	N/A	N/A	N/A	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	N/A	N/A
Seniors who met the SAT/ACT requirement	N/A	N/A
Seniors who met the grade point average	N/A	N/A

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	1	N/A
Number of Diplomas	0	N/A
Rate	I/S	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	1	I/S	I/S
Gender							
Male	0	N/A	N/A	N/A	1	I/S	N/A
Female	0	N/A	N/A	N/A	0	N/A	N/A
Racial/Ethnic Group							
White	0	N/A	N/A	N/A	0	N/A	N/A
African-American	0	N/A	N/A	N/A	1	I/S	
Asian/Pacific Islander	0	N/A	N/A	N/A	0	N/A	N/A
Hispanic	0	N/A	N/A	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	0	N/A	N/A	N/A	1	I/S	N/A
Disabilities other than speech	0	N/A	N/A	N/A	0	N/A	N/A
Migrant Status							
Migrant	0	N/A	N/A	N/A	0	N/A	N/A
Non-migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	0	N/A	N/A
Non-Limited English Proficient	0	N/A	N/A	N/A	1	I/S	N/A
Socio-Economic Status							
Subsidized meals	0	N/A	N/A	N/A	0	N/A	N/A
Full-pay meals	0	N/A	N/A	N/A	1	I/S	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	12	91.7	33.3	N/A	N/A	66.7	66.7	YES	NO
Gender									
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status									
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	12	83.3	33.3	33.3	N/A	33.3	66.7	YES	NO
Gender									
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status									
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 39)				
Retention rate	22.9%	Up from 6.8%	18.1%	9.1%
Attendance rate	99.5%	Down from 100.0%	95.3%	96.0%
Eligible for gifted and talented	0.0%	Down from 0.6%	0.3%	5.8%
With disabilities other than speech	24.1%	Down from 27.9%	17.6%	12.7%
Older than usual for grade	43.6%	Up from 30.2%	19.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	1.6%
Enrolled in AP/IB programs	0.0%	No change	0.0%	10.2%
Successful on AP/IB exams	N/AV		N/A	53.8%
Annual dropout rate	0.0%	No change	0.4%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	1.9%	3.6%
Enrollment in career/technology center courses	N/A	N/A	257	466
Students participating in worked-based experiences	N/A	N/A	15.4%	25.7%
Career/technology students mastering core competencies	N/A	N/A	63.4%	77.7%
Career/technology completers placed	N/A	N/A	97.1%	99.3%
Teachers (n= 9)				
Teachers with advanced degrees	77.8%	Down from 100.0%	46.5%	52.0%
Continuing contract teachers	77.8%	Down from 87.5%	77.8%	82.1%
Highly qualified teachers**	71.4%	N/A	83.1%	89.5%
Teachers with emergency or provisional certificates	11.1%		11.1%	8.6%
Teachers returning from previous year	90.3%	Up from 87.5%	81.8%	86.2%
Teacher attendance rate	95.7%	Up from 94.9%	94.9%	95.3%
Average teacher salary	\$44,837	Down 2.6%	\$40,274	\$41,060
Prof. development days/teacher	5.0 days	No change	11.2 days	10.6 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	6.6 to 1	Up from 6.1 to 1	17.3 to 1	26.4 to 1
Prime instructional time	95.1%	Up from 93.9%	87.0%	90.0%
Dollars spent per pupil*	\$13,327	Up 2.6%	\$9,216	\$6,310
Percent of expenditures for teacher salaries*	94.7%	Up from 92.3%	59.8%	57.9%
Opportunities in the arts	Poor	No change	Good	Excellent
Parents attending conferences	43.0%	Up from 11.9%	81.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hall School is a residential facility that serves students requiring inpatient mental health services. Unless medically unadvisable, students are expected to participate in educational activities which will prepare them to meet South Carolina learning standards and score as well as their abilities allow on state standardized tests. Each student has the opportunity to participate in a core course curriculum taught by certified teachers during his/her hospital stay. A special tutoring program manned by the teaching staff and a computer curriculum review program (Computer Curriculum Corporation Lab) are utilized to help students gain and/or maintain academic skills while hospitalized. The Staff at Hall School concentrates on finding ways to academically involve students who are experiencing a variety of disruptive life problems.

Since many of the Hall students are away from home under rather traumatic conditions, the Hall staff has worked hard to establish a surrogate parent program for report card reporting periods. Students choose a staff member to act as a surrogate parent and conference with the teachers about classroom progress or lack of progress. Since the initiation of the program, student achievement, as documented on report cards, has improved.

Our staff development focus for the 2004-2005 school year is to focus on training our teachers to effectively use principles of learning that will help us actively engage our students in academic pursuits and encourage them to become lifelong learners.

Patricia W. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	7	0	0
Percent satisfied with learning environment	71.4%	N/R	N/R
Percent satisfied with social and physical environment	71.4%	N/R	N/R
Percent satisfied with home-school relations	N/R	N/R	N/R

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.